



Bolton Brow Primary Academy

POLICY FOR FOUNDATION STAGE

At Bolton Brow we are 'Proud to be Brow!'

The Early Years Foundation Stage is based upon four themes:

- A Unique Child.
- Positive Relationships.
- Enabling Environments.
- Learning and Development.

This policy explains how our practice is underpinned by these four themes.

The Unique Child

At Bolton Brow Primary Academy we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates and learn through their own interests. Children are active learners using their interests and fascinations to develop knowledge, skills and understanding.

Practitioners encourage children to deepen their thinking, extend their ideas and develop a positive attitude to learning.

Inclusion

At Bolton Brow Primary Academy, all children are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all children matter. We give our children every opportunity to achieve their best. We do this by broadening children's life experiences when planning for their learning.

In the Foundation Stage we set realistic but challenging expectations that meet the needs of our children. We plan to meet the individual needs of all children including those with special educational needs, children who are more able, children with disabilities and children from all social and cultural backgrounds.

Welfare

It is important to us that all children are safe and secure. We aim to educate children on boundaries, rules and limits and to help them understand how important they are.

Practitioners support children in gaining independence and life skills; they are allowed to take risks but are taught how to recognise and avoid hazards.

At Bolton Brow Primary Academy we understand that we are legally required to comply with certain safeguarding and welfare requirements as stated in the Early Years Outcomes Document.

See Safeguarding and Welfare requirements.

Positive Relationships

At Bolton Brow Primary Academy we develop positive relationships which enable children to become strong, confident and independent individuals. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most important educators and we value being in partnership with them through their child's learning journey. We develop positive relationships by:

- Operating an open-door policy for parents with any queries.
- Children's 'Learning Journeys' are available to look at online; we value the on-going contributions to this from parents.
- Offering multiple parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.

- Developing activities throughout the year that encourage collaboration between child, school, and parents.

Enabling Environments

At Bolton Brow Primary Academy we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests and development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning

Baseline

Children in Nursery and Reception undertake an initial baseline within 4 weeks of starting their nursery or reception year. The baseline assessment is based on practitioners documenting learning which takes place in provision as well as adult led activities. Our baseline is designed to accurately record children's knowledge, skills, understanding and learning behaviours on entry to Reception and Nursery.

Foundation Stage staff observe children in areas of provision to inform their planning. Staff are skilled at observing children to identify their achievements, interests, and next steps for learning.

The learning objectives are taken from the Early Years Framework. Staff make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of focused activities as well as child initiated observations and documentation. At the end of their reception year children's progress is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. The Foundation Stage staff value the importance of the outdoor environment and the positive effect this has on children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

The school has a wild space where children can explore their natural environment and use their senses to learn about the world in which they live. In nursery, children will be given the opportunity to visit this area on a weekly basis. In addition to this nursery children will regularly take outings to explore the environment outside of the setting.

Children in the Foundation Stage are given lots of opportunities to visit places of interest.

Characteristics of Effective Learning

- We ensure that our environments and delivery of the curriculum incorporates the three characteristics of effective learning. These characteristics are important in noting the development of children's attitude to learning, their ability to play and explore and their critical thinking skills when exploring the world around them.

The three characteristics are:

Playing and Exploring - having the opportunity to investigate and experience things and "have a go".

Active Learning - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements.

Creating and Thinking Critically - children develop their own ideas and make links between ideas and develop strategies for doing things.

Learning and Development

There are seven areas of learning and development that must shape the educational provision we provide in the early years.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

Intimate Care

At Bolton Brow Primary Academy we encourage all children to start school without nappies but will support any child struggling with this. Every child has the right to privacy, dignity and a professional approach from all staff and, staff work in partnership with parents to give the right support to individual children and always ensure any toileting issues are communicated to parents.

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out for themselves. Depending on a child's age and stage of development, they may need support with, for example, wiping their bottom, using the toilet, dressing and undressing etc.

Health

All children have access to drinking water and receive free fruit and milk from a Government scheme. Reception children are also entitled to a free school meal.

We deliver learning for all of the areas through purposeful play and learning experiences, with a range of adult-led and child-initiated activities.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for boundaries. They can use materials to think creatively learning alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Updated in agreement with all of the Early Years Team.
September 2022